DOCUMENT RESUME

ED 058 868 JC 720 040

AUTHOR Poort, Stephen M.
TITLE Guidelines for the Recruitment and Selection of Community College Faculty.
INSTITUTION Florida Univ., Gainesville. Inst. of Higher Education.
PUB DATE Dec 71
NOTE 40p.

EDRS PRICE MF-$0.65 HC-$3.29
DESCRIPTORS Employment Interviews; *Faculty Recruitment; *Junior Colleges; Teacher Background; Teacher Employment; *Teacher Qualifications; *Teacher Recruitment; *Teacher Selection

ABSTRACT

With the opening of new community colleges comes the problem of recruiting and selecting new faculty members. The consequences of an administrator's initial selection of faculty can have lasting significance for a new institution, but there has been no single set of guidelines to help administrators set up procedures. This report reviews the literature and summarizes recommendations about all the stages of the employment process, from the initial decision about what kind of faculty members would be appropriate for the college to the actual hiring procedures. It stresses that the college begin by developing a document describing the basic college goals and philosophy. Secondly, the existing college staff should list minimum requirements and desirable characteristics of new faculty such as level of education, geographic background, age and experience. Other topics discussed include traditional sources of community college faculty, methods of searches, limitations and obstacles to recruitment, and use of promotional materials. Recommendations to prospective faculty on how to write resumes and on the use and problems of interviews are included. (LP)

ED 058868

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

GUIDELINES FOR THE RECRUITMENT AND SELECTION OF COMMUNITY COLLEGE FACULTY

By

Stephen M. Poort

Institute of Higher Education
University of Florida
Gainesville, Florida

JC 720 040

UNIVERSITY OF CALIF.
LOS ANGELES

FEB 28 1972

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

December, 1971

A publication of the Southeastern Community College Leadership Program with the help of a grant from the W. K. Kellogg Foundation

"PERMISSION TO REPRODUCE THIS COPYRIGHTED MATERIAL HAS BEEN GRANTED BY Institute of Higher Education, University of Florida, Gainesville TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE U.S. OFFICE OF EDUCATION. FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER."

Copyright, 1971

Institute of Higher Education
University of Florida
Gainesville, Florida 32601

TABLE OF CONTENTS

	Page
FOREWORD	v
CHAPTER ONE - INTRODUCTION	1
CHAPTER TWO - CONSIDERATIONS CONFRONTING THE DEAN	3
The Nature and Growth of Community Colleges	3
Selecting the Right Faculty	4
The Philosophy of the Institution	5
Standard Formats for Recruitment and Selection	5
Traditional Sources of Community College Faculty	7
The Academic Marketplace for Community College Faculty	7
Limitations of and Obstacles to Recruitment	9
Means of Improving the Recruitment Process	10
CHAPTER THREE - NEW INSTITUTIONS VERSUS OLDER INSTITUTIONS	12
The Involvement of Faculty	12
Recruitment and Selection Models	13
Regional Versus National Recruitment	14
The Use of Promotional Materials	15
Relationship of Local to Other Institutions	15
Analysis of Local Environs	16
CHAPTER FOUR - THE EFFECTIVE FACULTY MEMBER	18
The Graduate Preparation of Community College Faculty	18
Resume and Interview Variables	19
Characteristics Held by Effective Faculty Members	20
CHAPTER FIVE - THE ROLE OF THE INTERVIEW	23
Importance Attached to the Interview	23
Advantages of the Interview	24
Factors of Distortion	25
CHAPTER SIX - GUIDELINES FOR RECRUITMENT AND SELECTION	28
Recommendations for Applicants	28
Suggested Recruitment Procedures	29
Suggested Selection Procedures	29
BIBLIOGRAPHY	33

FOREWORD

More than 500 new community colleges have been established in the fifty states during the past 15 years. One of the primary responsibilities in establishing a new institution is the recruitment, selection, and retention of personnel. A great deal has been written about the selection of the president, the dean, and the business manager but few writers have given adequate attention to the recruitment and selection of teaching faculty. Yet, no more important responsibility exists. The faculty who will teach in the new community college <u>are</u> the institution as the students contact it. The necessity for selecting empathetic yet scholarly, capable yet sensitive, knowledgeable yet student-oriented, professionally respected personnel is of superior importance in a new institution.

In most states, the state level agency responsible for the development of community colleges has given little attention to the selection process. In a few states, an attempt to control "quality" has resulted in standards which are used to "anticipate" the faculty. In a few states, state approval for faculty has been required but administered (unfortunately) in a busy perfunctory manner.

Under a grant from the W. K. Kellogg Foundation, the University of Florida/Florida State University Center for State and Regional Leadership (Southeastern Community College Leadership Program) has been able to provide an opportunity for selected staff members of state level agencies to leave their regular routines for short periods of time to work on special projects.

This series of special studies has been made available to all state level staffs and others by means of publications such as this one.

Dr. Stephen M. Poort, Dean of Academic Affairs, State Fair Community College, Sedalia, Missouri, was asked by Dale C. Schatz, Director, Junior College Section, State Department of Education of Missouri, to develop a statement on the recruitment and selection of faculty. Dr. Poort spent his time in Gainesville and in Tallahassee as well as in several community colleges preparing these guidelines. We feel those who have leadership roles in all states will find these guidelines of value.

We particularly appreciate the help of Hugh Turner, Jr., of the University of Florida Institute staff who helped in editing this report. We are also indebted to Dr. Louis W. Bender, Florida State University, for his help in the development and renewal of this project, as well as the many individuals Dr. Poort interviewed.

James L. Wattenbarger, Director
Institute of Higher Education
University of Florida

December, 1971

NOTE: Copies of materials included herein may be made only by permission.

CHAPTER ONE

INTRODUCTION

A new dean needs help. He is often confronted with many tasks and many decisions--all of which require more time than he has available. Mistakes he may make are difficult to correct, especially if those mistakes involve the selection of personnel.

An example is the author's experience at State Fair Community College of Sedalia, Missouri. This institution opened its doors for the first class of students exactly ninety days following the dean's first day in his new position. On the payroll at that time were the president, a dean of vocational and technical education, a business manager, a counselor, and a secretarial staff who had been working together for fewer than thirty days. An interim facility had been purchased to provide the necessary space to house the instructional program and essential administrative services. No provision had been made for allotting space to specific instructional programs, ordering equipment, staffing, or preparing the curricula to be offered. No catalog, admissions forms, faculty handbook, student handbook, administrative procedures, or any other printed materials had been published as late as ninety days before the opening day of classes.

Due to the obvious time constraints, faculty had to be recruited on a "crash-basis." This was done with the realization that such a decision would require a commitment to work toward a future ideal or faculty model

while meeting the immediate requirements at hand. Guidelines to provide direction were lacking, and visits with fellow administrators proved unsatisfactory. When attempts to discover applicable research studies or written materials on related topics proved fruitless, the need for having something in the way of a modus operandi became apparent.

Since some deans of instruction are completely new to the community college field, the problems of recruitment and selection are compounded. Not only must the dean learn the functions, nature, and philosophy of a comprehensive community college, but he must also learn how best to staff this unique institution--all in less than ninety days.

The need for working guidelines in the areas of recruitment and selection of community college faculty became apparent as a result of the problems encountered in the college's first year of operation. A grant from the Southeastern Community College Leadership Program, which is supported in part by the W. K. Kellogg Foundation, and a month's leave of absence combined to enable this writer to study during the summer of 1971 at the University of Florida and Florida State University and to construct these guidelines.

CHAPTER TWO

CONSIDERATIONS CONFRONTING THE DEAN

The Nature and Growth of Community Colleges

The growth and impact of the community junior college movement might fittingly be characterized in summary fashion as "the growth child" of the educational enterprise. The Carnegie Commission on Higher Education has expressed a serious interest in this new phenomenon and issued a report in June of 1970 which quite graphically emphasized the magnitude of the movement.

"The most striking recent structural development in higher education in the United States has been the phenomenal growth of community colleges. At the beginning of the present century, there were only a few two-year college students. By 1960, more than 600,000 students were enrolled in two-year institutions of higher education and, by 1969, their numbers had grown to almost two million, including both full-time and part-time students." (33, p. 3) It would appear that community college enrollment will continue its record of rapid growth in the decade of the 1970's.

"There are now over 1,000 two-year colleges in the United States, and in recent years new colleges have been created at the rate of about one each week." Current Carnegie Commission enrollment projections indicate "...a need for approximately 230 to 280 new public community colleges by 1980." (33, p. 38)

Selecting the Right Faculty

One of the most important responsibilities of deans of instruction in most community colleges is the recruitment and selection of teaching personnel. This task is a never-ending search to alter the quality and composition of the present faculty by eliminating identifiable weaknesses through the selection of new personnel as replacements and additions to the staff. As community colleges continue to suffer their recently tremendous growth spurts and continue to diversify to meet the complex program needs of their student bodies, faculty recruitment and selection promises to be increasingly more difficult. The enormity of this task was referred to by Eurich in a somewhat pessimistic tone when he stated that:

> No group in American education will face greater problems in the years just ahead than college administrators. You will struggle with an enrollment explosion unprecedented in higher education. You will become responsible for the general education of the majority of students who continue beyond the twelfth grade. You will be called upon to set up vocational and technical programs for students entering wholly new occupations--some of which may be obsolete as automation takes over...
>
> To meet these challenges you will need good teachers--many more, I am afraid, than you can possibly find. (9, p. 8)

Whereas the opportunities inherent in the recruitment and selection process for the improvement of the institution should be obvious to an ongoing operation, the consequences of an administrator's initial selection of faculty have lasting significance for a new institution. B. Lamar Johnson expressed the consequences in this fashion: "The direction a new college's development takes will be largely charted by the type of staff members originally appointed." Dr. Johnson continues his remarks by stating a set of experiences that are held in common by many administrators who have had the privilege of being in on the "ground floor" of a new college.

> New colleges have certain advantages and certain handicaps in recruiting a faculty. On the one hand only a limited amount of time is available for employing a staff. On the other hand, a considerable number of potential administrators and instructors are attracted to positions in new colleges because they would like to be charter members of a staff and participate in the pioneering adventure of starting a college. It is not at all uncommon for new colleges to have hundreds of applications for a handful of positions. One junior college had more than 800 applicants for its initial 12 teaching positions. A multiplicity of candidates creates, however, pressing problems in developing suitable criteria and procedures for selecting those to be appointed. (15, p. 35)

Philosophy of The Institution

The philosophy of an institution is that attitudinal tone or stance which presumably is held in common by each employee who works under the institutional banner. Ideally such a philosophy would be documented in writing, would represent the combined thinking of the entire educational community, and also would reflect favorably upon the stated objectives of a comprehensive community college. Often, however, in the confusion surrounding the opening of a college's doors for the first class of students, it is impossible to reach concensus on a philosophy which represents the thoughts of the faculty; many faculty simply are not employed at that time. However, agreement should be reached by those who form the nucleus together with the administration and the board, and a document formalized which would be used in the recruitment and selection of future faculty.

Standard Formats for Recruitment and Selection

One of the foremost benefits of the recruitment and selection process is the opportunity it affords for an ongoing institution to indulge in some introspection and self-analysis. Chandler and Petty (1965) state

that the present configuration of one's staff should influence the final selection of the candidate. They list the following factors as those which must be known and analyzed if the right people are to be added to the faculty:

1. Ages of present faculty members, so that a desirable mix of ages can be maintained.

2. Sex so that the balance between men and women in teaching positions is reasonable.

3. Marital status of teachers now in the system.

4. Levels of education so that school staffs reflect backgrounds in and out of the system.

5. Teaching experience so that school staffs reflect backgrounds in and out of the system.

6. Home backgrounds so that the schools have teachers from different regions.

7. Special talents so that the instructional program can be enriched by the arts, etc. (5, p. 123)

Greider, Pierce, and Rosenstengel (1961) propose a somewhat traditional elementary and secondary school outline for the recruitment of prospective candidates as follows:

1. Use of the application file in the school administration offices.

2. Placement bureaus; those in colleges and universities, agencies such as state departments of education, and private ones.

3. Recruiting certified personnel through administrators sent to other school systems and to colleges and universities.

4. Recruiting of uncertified personnel from other professions such as the military, college graduates without professional education preparation, and former teachers with good records who have been out of the profession and who are no longer credentialed. (12, p. 122)

Traditional Sources of Community College Faculty

A review of the literature indicates that prospective community college faculty generally restrict their search for employment to a single state or geographic region, while four-year college teachers tend to conduct more of a national search in pursuit of their employment. While the above characterizations appear to hold somewhat constant, the marketplace for junior college teachers does appear to be in a state of evolution. Edmund J. Gleazer, Jr., (1968) found that:

> The sources of faculty are changing...A few years ago, a junior college relied heavily on movement of teachers from secondary schools. Increasingly, however, the chief sources are graduate schools, industry, trades, and the professions. (11, p. 7)

The available labor pool, even with the current surplus market conditions, may not be adequate to supply the quality of specific competencies required for the complex needs of many comprehensive community colleges. One can still find unfilled vacancies in many colleges.

The Academic Marketplace for Community College Faculty

Kelly and Connolly (1970) performed one of the more comprehensive studies available in an attempt to determine salient characteristics of the marketplace for junior college faculty. Brown's national review of job-getting techniques used by 1,373 two-year college instructors in 1964-65 and Kelly's study of job-seeking strategies used by approximately 1,500 new faculty in the public two-year colleges in New York State between 1965 and 1967 give interesting profiles of the market, as can be seen in the following observations:

1. The academic labor markets for two-year and four-year faculty candidates generally do not overlap.

2. While many vacancies are the result of brand-new positions, these are most often related to curriculum development and increased enrollment.

3. Turnover is substantial; of 100 new faculty, forty-eight will leave the present institution within three years.

4. The two-year market is primarily regional; in many cases it is statewide.

5. Job search is primarily by trial and error; it is unsystematic and uncoordinated.

6. Job seeking is rather discouraging; almost half of the seekers (42 per cent) rate their searches as either poor or very poor.

7. A crazy quilt of partially formalized agencies is available to assist the candidate, but informal sources provide most information about job openings. (16, p. 6)

Kelly combined with Brown in further research, this time focusing upon specific methods used by successful applicants in finding their present job in a two-year college. Their summary of that data (16, p. 8) is presented as follows:

Method of Search	Percentage Using Method for Present Job
Blind letter	27
Recruitment	18
College placement office	16
Faculty colleague	9
Other friend	9
Commercial teachers' agency	4
Graduate school professors	4
Graduate school classmate	3
Professional association	2
Position-available advertisement	2
Undergraduate professor	2
Graduate school office	2
Public employment service	1
Publisher's representative	1

The above study indicates that the historical ties of community colleges with elementary and secondary schools would seem to be reflected in the traditional methods of job searches conducted by applicants for two-year college positions. Caplow and McGee (1958), however, point out the fact that jobs on the four-year college level are approached in the "reluctant maiden" fashion, and it is not considered in good taste if one actively seeks a four-year college position using the methods described above as typical of two-year college applicants. One presumably is "recognized" by his fellow professors as an outstanding scholar in his particular discipline and offered a position accordingly. The authors hasten to point out, however, that the actual recruitment and selection process seldom works in this manner. "...men are hired for their repute, and not for what that repute is purportedly based upon. Men are hired, to put it baldly, on the basis of how good they will look to others." (4, p. 128)

Reliance upon a blind letter of application, as previously mentioned by Kelly and Brown, finds support in a recent article in the Junior College Journal (1969) written by Herbert M. Jelley. Jelley states an administrator's viewpoint on the selection process this way:

> When a hiring official must select a faculty member from among many applicants, he will certainly be influenced by the letters he has received. Look at it this way. If a couple of dozen apparently qualified persons have applied for a position, perhaps three or four will be asked to visit the campus for an interview. A good application letter may mean you will be one of the three or four. (14, p. 58)

Limitations of and Obstacles to Recruitment

Although the program goals of the University Council for Educational Administration differ from those of junior college administrators having

responsibilities for the recruitment and selection of faculty, the reader will find many commonalties and possibly some "food for thought" in their February 14, 1969, publication entitled, Goal VI: Projects to Improve the Recruitment of Candidates to be Prepared for Positions of Educational Leadership. The Council found these as limitations in their current recruitment processes.

> In seeking to achieve the stated objectives of extending the conventional talent pool and improving the typical approaches to recruitment, a variety of limitations and obstacles inherent in traditional recruitment mechanisms will need to be overcome. Among the most obvious of these limitations are:
>
> (a) the narrow target population reached, which does not often extend beyond professional educators; and
>
> (b) the unsystematic methods utilized, which depend largely upon happenstance.

The Council also speculates that other obstacles to effective recruitment include:

> (a) the basic lack of information about educational administration on the part of potential recruits;
>
> (b) the low perceived status of educational administration as a career;
>
> (c) the typical restrictions to entry into the occupation;
>
> (d) the problems of graduate study for persons already established in a home and job; and
>
> (e) the low general opinion of preparation programs in educational administration. (35, p. 1)

Means of Improving the Recruitment Process

One might assume that the obstacles in recruiting top-flight candidates for the field of educational administration and the recruitment

of top-flight candidates for junior college teaching positions are similar. If so, there are several considerations which can be used to enhance an institution's image in the academic marketplace.

1. High salaries equal to the "top ten" similar colleges.
2. An outstanding prestige factor such as big-name faculty members, administrators or nationally-known and innovative programs.
3. A close working relationship with a university, such as an internship program.
4. Participation with those universities who have a research phase as a portion of a three-year master's degree program.
5. Cooperative arrangements among groups of junior college-consortiums.
6. Utilization of part-time and retired people.

In this, the day of "accountability," economic resources for many institutions of higher education seem to be in short supply. While it may not be possible for institutions to raise their salary structures significantly, several of the above suggestions do appear to be within the reach of the resourceful community college administrator.

CHAPTER THREE

NEW INSTITUTIONS VERSUS OLDER INSTITUTIONS

The Involvement of Faculty

Faculty can become some of the best ambassadors for an institution; unfortunately, they can also serve as a detriment to the recruitment and selection process. If a new institution has faculty already working under contract, it has many of the same possibilities open to it that an older, more mature institution has in the area of faculty involvement. Faculty are increasingly seeking and receiving a stronger voice in the governance of community colleges. Existing institutions often have division chairmen and departmental heads actively involved in the recruitment and selection process. This writer is of the belief that such involvement on behalf of the faculty has great potential for the common good of the institution. Faculty involvement offers a greater potential for agreement on and commitment toward the philosophy and goals of the institution, a sense of belonging and contributing to the college, the establishment of rapport and team spirit throughout the institution among all strata of faculty, and the opportunities of gaining vital insights into the candidate's instructional techniques and philosophy. No dean of instruction can possibly possess an academic preparation equal to that held by the diverse faculty of a comprehensive community college. The involvement of faculty in the recruitment and selection process encourages the maximum release and utilization of the collective human potential of an institution.

It is extremely important, however, if faculty are involved, that they know precisely what the employment steps are at the institution and that they be supportive of the dean's efforts as well as the effort of the resident community. Candidates should not receive conflicting information during their interviews on campus. Consistency of information between the dean and the faculty is vital to that image of the institution taken from the campus by the applicant.

Recruitment and Selection Models

If the reader has an experience similar to the writer in that he is called upon to assemble a college faculty in less than 90 days, he will need to construct an ideal recruitment and selection model in his mind and work toward it. Obviously, the constraints of time prohibit its implementation immediately. A model similar to that proposed at the end of this paper could provide some framework upon which immediate construction of an effective faculty can begin, even within severe time constraints. Older, more mature institutions should have such a model committed to writing and accepted as a part of official administrative policy. Such a document should also be available to the faculty, perhaps as a section of the faculty handbook.

Dr. Galen McBride (22) found to the contrary that no significant different between schools having a written statement regarding faculty selection and those not having such a statement existed in nine Texas junior colleges. It still would be the writer's contention, however, that written policy in this regard is advantageous to both the dean of instruction and the institution.

This writer leaned heavily upon a mixture of faculty from industry, high school teaching, and graduate schools for the initial thrust of simply getting the college off the drawing board and into operation. The faculty had one common element, which, in retrospect, represented what this writer believes to be a wise basis for selection. This element was youth--the mean age of the first full-time teaching faculty was 31.7 years. Perhaps the initial successes of State Fair Community College can be traced to a "Hawthorne effect," but the esprit de corps is still high.

Regional Versus National Recruitment

It has been the experience of this writer that both community colleges and community college faculty have a tendency to be somewhat provincial in the recruitment and selection of faculty. Prospective applicants tend to limit their job searches to a particular state or regional area, often near their hometowns. Community colleges, in their efforts to publicize a vacancy, tend to rely heavily upon local sources of teaching talent such as nearby university placement bureaus, teachers colleges, and high schools. Such provincialism, while offering the possible advantage of more reliable referrals from known individuals, does tend to limit the necessary heterogeneity of faculty for the diverse needs of a truly comprehensive community college.

Reliance should be placed upon a nationwide base for recruitment rather than relying upon the easier regional approach utilizing friends and known referrals throughout a given state or region. Such a decision offers these two advantages: a broader base of teaching talent from which to select, and access to a greater number of institutions or agencies known for their ability to produce individuals with a particular talent.

Older institutions could have such a decision built into the criteria of the recruitment and selection models; newer institutions, however, would do well to keep this thought in mind although time constraints might prohibit its implementation immediately.

The Use of Promotional Materials

For a new institution to have elaborate promotional materials for use during its initial year of operation is simply too much to expect in most instances. Valuable information and recruitment materials can be obtained, however, from the local Chamber of Commerce, local school systems, newspaper office, and personnel offices housed in large industrial firms nearby. A special visit should be paid to the Office of the Industrial Development Officer who may be housed in the Chamber of Commerce Office. This office often has a detailed prospectus which has been prepared for the solicitation of prospective industrial firms; a copy usually can be obtained for the asking.

Older institutions (even those institutions housed in the "glamour" states of California, Florida, Arizona, and New York) should have promotional materials to use in the recruitment and selection of staff. The preparation of such materials should pay consideration to the inclusion of the community, the college, the position, and qualifications sought.

Relationship of Local to Other Institutions

A disciplined effort should be made on the part of new institutions to get acquainted with those older institutions which compose its particular community. Emphasis should be placed on this effort and a certain priority

of time be established in order to guarantee its accomplishment. Related governmental agencies, local news media, and local chief executives of neighboring school systems should be among the first contacted. If other institutions of higher education, public or private, exist in the community college district, they should be assigned a high priority also.

Older institutions have had the advantage of time in establishing lines of communication with other institutions. Such lines of communication should not only be sought early in a relationship, but they should also be strengthened and cultivated on a continuing basis. Ideally there will develop a feeling of solidarity and trust between the community college and all of those other institutions composing the college district based on the common goal of making the community a better place to live and raise one's children.

State Departments of Education, and in particular, those individuals in a responsible position such as the head of the junior college section or division, have a responsibility to inspire and cultivate greater awareness of the community college movement within their state. One means of accomplishing this is the establishment of community college teacher preparation programs at their state's four-year colleges and universities. A new dean of instruction likewise shares in this mission; the ability to articulate and interpret the college's programs within its district represents a good first step.

Analysis of Local Environs

Again, in a new institution, an analysis of the local environs within the constraints of time may be particularly difficult. It is this writer's

opinion, however, that this responsibility is an especially important one for an individual in a position of instructional leadership such as a dean of instruction. Since visibility to the public and involvement in community affairs is vital to the future of a new institution, the development of these objectives should be considered as a special responsibility of the position. An analysis of the local environs should be a continuing concern of the entire college and given strong priority in its philosophy, curricula, staffing, and budgeting--regardless of the age of the institution.

Older institutions will find such an analysis to be somewhat easier by virtue of their prior exposure. Such an institution must be on guard to prevent "dry-rot" in the sense of an institution failing to continue its growth and improvement from within while perhaps isolating itself from the community it serves.

CHAPTER FOUR

THE EFFECTIVE FACULTY MEMBER

The Graduate Preparation of Community College Faculty

Even though it is not possible for many community college administrators to secure an adequate supply of teachers specifically trained for junior college work, it might be possible to cast a critical eye toward graduate programs having certain specific behavioral competencies as their objectives. It would seem that those institutions whose graduates showed proficiency in these behavioral competencies might produce more attractive candidates and eventual faculty members, even though they did not come from a community college teacher's preparatory program. The American Council on Education published a list of seven recommendations for basic preparatory programs for faculty members in community colleges. Those seven recommendations as suggested by ACE are:

1. A clear conception of the philosophy and background of these institutions, their relationship to the whole educational structure, and especially their place in the community.

2. An understanding of human growth and development and of the special problems of age groups enrolled in these institutions.

3. Adequate skill in curriculum construction, evaluation and other areas related to the art and science of instruction in these institutions.

4. Adequate supervised teaching experience--at least a quarter or a semester--in the type of teaching in which they are planning to engage. This experience should include participation in various kinds of non-classroom activity, such as counseling and committee work. Whenever possible, it should include part-time internship or a part-time position under appropriate direction.

5. A clearly balanced appreciation of both the occupational and general educational service of these institutions.

6. For occupational instructors, occupational competence--which includes practical experience--with due recognition of this practical occupational experience.

7. For instructors in fields of general or academic education, competence in their special fields, and also in broad functional fields (for example, in 'social factors in the life of the community' as well as in history and social sciences; or in the humanities; or in 'health in the community' or 'conservation of human resources in the community' as well as in the biological sciences, etc.)--with practical experience also in community service agencies, or newspapers, in camps, or the like. (1, pp. 12-13)

Resume and Interview Variables

Variables in the selection of community college faculty, which often become a determinant, were identified by the author in interviews and conversations with fellow administrators and are outlined below. This list does not attempt to be all-inclusive in coverage. It does, however, provide some "checkpoints" which can be used in the evaluation of letters of application and resumes prior to requesting either the applicant or the college itself to assume the costs of travel for an interview. Many candidates both could and should be eliminated by using a check list similar to this at an early stage in the selection process.

(1) The obvious factors such as age, sex, marital status.

(2) Academic preparation.

(3) Teaching experience.

(4) Supportive letters of recommendation, both professional and personal.

(5) Military experience.

(6) Publications, honors, and distinctions.

(7) Commitment to community service.

(8) Familiarity with the community college philosophy.

(9) Compatibility with the goals of your own particular institution.

(10) Composition of the presently existing faculty, particularly those with similar teaching responsibilities.

(11) Ability to communicate effectively, both written and verbally.

(12) Ability to use a varied instructional approach which recognizes individual differences and compensates for them in an individualistic manner.

(13) Participation in a wide variety of collegiate activities, rather than being a strict academician *per se*.

(14) Placing a value upon non-academic sets of experiences, sometimes in preference to more traditional academic experiences.

Characteristics Held by Effective Faculty Members

Research has been presented on the traditional methods of recruitment, selection procedures utilized, the academic marketplace itself, its limitations as a source of personnel, and some possible "escape" avenues for the resourceful community college administrator. It would appear then, that if one were able to identify those characteristics held in common by effective junior college faculty, it would be a step toward an even greater guarantee of selecting the right faculty. Garrison (1968) was quite specific in listing these ten indices of an effective junior college faculty member:

1. The nature and extent of a faculty member's effectiveness and activity in committee or other faculty work;

2. The faculty member's role in the initiation of student activities;

3. Publications, books, articles, speeches, and monographs by the faculty member;

4. The extent of a faculty member's responsibilities as a student advisor;

5. The faculty member's ability to create and use teaching aids;

6. Innovations and experiments which the faculty member uses in teaching;

7. Receipt of grants for experimentation or further study by the faculty member;

8. The extent of the faculty member's participation in appropriate professional organizations;

9. The faculty member as an active citizen of the community; and

10. The faculty member's activities out of school that are related to his professional growth. (29, p. 25)

Garrison, in an earlier 1967 AAJC publication, and in response to a question on what sort of a teacher is required for the junior college, replied in this fashion:

> A dean of instruction, and former veteran teacher, described the qualities he looks for in hiring instructors. Primarily, he said, there must be a basic articulateness; an ability to speak clearly and directly to a point at issue. Second, and of equal importance, is a capacity to explain, to illustrate, to interpret a point, and a willingness to work with student questions, no matter how elementary they might sometimes be. Third, the teacher needs a kind of 'command presence', by which he meant a sufficient force of personality to convince students on early meeting that here is a teacher who not only knows what he is talking about, but is willing and even eager to communicate it. Well down the list of qualifications was a kind of academic standing, in the usual sense of degrees and accumulated formal training. The dean did

> not in any way derogate such academic background. 'In fact,' he said, 'to be a truly good teacher of the kind I am describing, the person has to know his subject so well that he can simplify without either distorting or diluting his material.' (10, pp. 17-18)

Kelly and Wilbur (1970) in advising potential applicants on how to secure and hold a community junior college position emphasize that applicants need to have certain personal qualities, attitudes, and abilities that are not necessarily guaranteed by training and experience. These two researchers list what they term "one selected list of 'Ten Commandments' for successful junior college teaching":

1. You must desire and enjoy teaching.
2. You must prefer teaching a variety of adults, young and old.
3. You must be sold on the values and contributions of junior college education to society.
4. You must like a community college atmosphere of academic work and life.
5. You must be reasonably satisfied with the maximum salaries and benefits you can obtain at the two-year college level.
6. You must be dedicated to your task.
7. You must be vitally concerned about the growth and development of your students.
8. You must strive to become an excellent teacher, one who knows and uses effective methods and techniques.
9. You must know your subject matter and students and express positive attitudes toward both.
10. You must have other personal attributes that make you a genuine, empathetic human being. (17, pp. 48-49)

CHAPTER FIVE

THE ROLE OF THE INTERVIEW

Importance Attached to the Interview

Cunningham (1969) using Halsey and VanZwoll for support, accorded a strong role to the actual interview itself as a final determinant in the selection process. According to him, other procedures of selection and methodological steps appear ancillary to the conduct of the interview.

> Developing job descriptions, locating candidates for positions, and collating information for use by school authorities and faculty members who pass judgment on aplicants is important, but the decisive step in teacher selection is the interview with the applicant by those concerned with employing him. Much of what is critical in this step in employment in schools is shared with business and industry. Halsey (1947) states that 'the interview is probably the most important single part of the whole selection process.' Van Zwoll points out that '...it is generally the decisive step in selection'. (7, p. 126)

The ramifications resulting from the interview itself were alluded to by James M. Black as follows: "The interview is still the key to successful hiring and placement....If you use it well, you improve the personnel and efficiency of your unit. If you make a mistake you have given yourself a problem which may take time and trouble to solve." (2, p. 7)

While some community college administrators do not place the interview in the category of "the most important single part of the whole selection process" as did Halsey (1947), it would have to rank as a prime deciding factor in the final selection. Most administrators will not appoint a teacher to a faculty position unless they have had an opportunity to visit with the candidate face-to-face in an interview format. Conversely,

many teachers will not consider a faculty appointment unless they have a like privilege of meeting their immediate superior or dean. It would appear that strong reliance is placed upon the interview as a selection instrument by both the institution and the applicant.

Further support for the importance attached to the interview as a selection tool can be found in Dr. Robert Poorman's research of 1964. Poorman had four purposes to his investigation, one of them being "to identify those practices or conditions which significantly differentiated colleges successful in attracting new instructors and those which were rejected by them." His emerging generalization was that, "...wherever one's personel or professional background predisposes him to feel insecure, he responds favorably to supportive practices, especially those which foster a feeling of affection and inclusion..." The interview was deemed vital to the process, and the personal characteristics of the interviewer distinguished accepted colleges from rejected ones, supporting the assertion that staffing is an interpersonal matter." (25)

Advantages of the Interview

The interview will find its proponents and opponents each with convincing arguments to bear on the topic. One argument against the over-reliance some administrators seem to have upon a face-to-face interview is that certain individuals simply fail to be very impressive in an interview format, while in practice they could be outstanding instructors. Some of the more obvious advantages to conducting an interview, for both the applicant and the institution are than an interview:

(1) provides the interviewer an opportunity to fill out the picture of the applicant at the same time that the applicant gains valuable insights into the on-going operation of the institution.

(2) provides an opportunity for judgments on the quality of the applicant, particularly the personal demeanor with which the applicant addresses himself to the tasks at hand.

(3) affords an opportunity for the applicant to become better informed on specific items of interest.

(4) affords an opportunity to confirm items of interest on the applicant's application materials as well as to gain information of an additional nature, if needed.

(5) may serve to establish professional and personal working relationships.

Factors of Distortion

The selection process could be greatly simplified if events followed in an orderly sequence and all of the variables were known and visible to both the applicant and the institution. Unfortunately, this degree of visibility is seldom attained, primarily due to the distortion which occurs from the entry of some unanticipated variables. It would be useful to mention a few of the major variables at this point.

(1) The dean may not actually be looking for a replacement. As Caplow and McGee have stated: "It must be remembered that in many universities the hiring process is so involved, so tedious, and so cumbersome, that it may easily be regarded as the penalty for the occurrence of a vacancy. If the disputed individual is one to whom the department members are largely indifferent, it may seem worth the effort to retain him simply to avoid the greater effort of replacing him." (4, p. 97)

(2) Caplow and McGee again point out a common distorting factor, particularly to those applicants who assume an "open" or competitive hiring situation, when they mention: "The most common of these distorting factors

is the preferential treatment of some candidates, based upon association between themselves and the hiring department." (4, p. 110)

(3) A point of conflict which certainly adds distortion and confusion, principally to the applicant, is held in common by many two-year as well as four-year institutions. Caplow and McGee sum it rather well in their statement of: "A final point of interest is that many of the people most concerned with hiring do not seem to know precisely what the hiring procedures at their universities are." (4, p. 130)

(4) Previous convictions of the hiring administrator which seldom if ever appear in writing, but which do affect the selection process are such things as:

(a) The belief that "straight-A" graduates are not as ideally suited to teaching in a community college as are those graduates who actively involved themselves in a wide variety of collegial activities or worked at a full-time job while in college with a lower GPA as a result.

(b) The belief that "non-academic" experience might be beneficial if not more so than additional graduate work in seeking a position in a community college. This is particularly true for vocational and technical fields, but is also held true in certain academic fields as well.

Oftentimes, qualities difficult to measure objectively on a statistical basis are brought to bear with a considerable degree of importance in an applicant's interview situation. Caplow and McGee mention these three at different sections of their volume.

(1) Among the most common qualities sought in candidates are 'the right personality,' 'someone whom we can live with,' and the like. (4, p. 134)

(2) ...men are hired for their repute, and not for what that repute is purportedly based upon...(4, p. 128)

(3) A distinction must be made between the two kinds of recruitment in general use...'open,' or competitive, hiring and 'closed,' or preferential, hiring. In theory, academic recruitment is mostly open. In practice, it is mostly closed. (4, p. 109)

CHAPTER SIX

GUIDELINES FOR RECRUITMENT AND SELECTION

Recommendations for Applicants

The applicant should:

(1) Familiarize himself with the community junior college philosophy to discover if it is a movement compatible with his own teaching philosophy.

(2) Gather as much information as he can on a particular institution in which he has an interest prior to the application itself. He not only will know if his interest is of a continuing nature, but he should gain some insights into how he can specifically "tailor" his application for that particular institution--which should increase his chances for employment.

(3) Spend the time necessary to write a good letter of application, complete with short resume. Important first impressions are often made on his initial written communication.

(4) Know what sort of teaching situation he is seeking and question the interviewer specifically on those characteristics he seeks. He needs to select the institution where he can function effectively and wants to work.

(5) Be himself in the interview.

It is difficult at best to propose a model for the recruitment and selection of community college faculty, and the model proposed in this study should be viewed as a set of suggested guidelines upon which the community college administrator can construct his own working model. What succeeds for one administrator, or in one geographic locale, may or may not be successful for another administrator or in a different geographic area.

Theoretical models are often supercilious and somewhat devoid of pragmatic function; it is hoped that the model which follows will be of benefit to the day-by-day working community college practitioner.

Suggested Recruitment Procedures

(1) Create an open recruiting situation where preferential treatment of candidates is minimized, if not entirely eliminated.

(2) Involve other faculty in the recruitment process. They can become some of the best ambassadors for your institution.

(3) Prepare a data sheet descriptive of the position, the college, and its surrounding community.

(4) Disseminate this data sheet to all likely sources of candidates. Make certain that everyone who is expected to have a part in the recruiting process has a copy also.

(5) Notify the traditional sources of teaching faculty such as placement offices; but perform three additional tasks as well:

   a. List the vacancy on a broader, more national scale since both community college faculty and community colleges have a tendency to be somewhat provincial in their reliance upon local and regional areas for their staffing needs.

   b. Broaden the normal target population reached beyond that composed of professional educators such as advisory committees in Vocational and Technical curricula, trade journals, newspapers, unions, and industry-oriented personnel agencies.

   c. Be systematic in the treatment of all applications and candidates.

Suggested Selection Procedures

(1) Know yourself as an individual, and as a community college administrator. Equally as important, know both the institution and the community environment in which it functions.

(2) Involve those faculty and other administrative officers affected by the final selection in making a joint decision on exactly what characteristics, both professional and personal, are being sought in the position. Such characteristics, if committed to writing, offer the following advantages:

a. They commit all parties involved to work toward a common goal.

b. They involve all parties in the decision, albeit, not the final selection or interview unless desired.

c. Should an individual applicant have an unusual amount of charm or an infectious personality, prior agreement to a given set of characteristics being sought should serve to place the applicant in the proper perspective.

d. It should serve to involve the appropriate department or division-level personnel in a critical self-assessment of both their professional and personal strengths and weaknesses in order to bolster those weaknesses so identified through the successful candidate.

e. The process of preparing such a list of characteristics offers a unique opportunity for inservice work and cooperative planning on the department and/or division level.

(3) Have well-established channels of communication and be certain that they are both known and followed by faculty and fellow administrators. Multi-campus operations often have problems in this area of the selection process.

(4) Screen all candidates by requesting a resume and/or credentials, asking supplementary questions, and inviting the candidate to raise questions about the position.

(5) Promptly notify those applicants not having those characteristics previously agreed upon as those sought for the vacant position. They will appreciate the courtesy and the practitioner will find it a substantial savings of time in screening the applicants to a select few.

(6) Invite those few whose applications indicate that they possess most of the characteristics sought to the campus for individual interviews at mutual convenience. A telephone call might constitute quite a savings of time in the arranging of a date for the interview; and it offers a means of expressing a personal interest in the applicant as well.

(7) During the period of time each candidate is on campus, attempt to arrange opportunities for him to visit with the faculty members in his area and gain valuable insights into the ongoing operation of the institution. Interviewing is a "two-way street."

(8) Set up an itinerary for the candidate's interview, and see to it that he is not left cooling his heels in someone's office. Included on such an itinerary are visits with a number of people within the department, a tour of the campus, lunch with department members and the dean, followed by a tour of the surrounding community.

(9) Following the visit to the campus, a follow-up letter should be sent the candidate expressing appreciation for the time and interest he expressed in your institution, mentioning a date on which he may expect to have the decision on the final selection and volunteering any additional information as may be desired.

(10) A telephone call to the candidate's previous employer represents a key vehicle to gain insights into the candidate's prior performance record. Such a call affords opportunity for elaboration and greater clarification regarding the candidate's experiences. Many employers are simply more candid verbally than when expressing their thoughts in writing.

(11) Upon completing the final selection, the candidate so selected should be notified immediately.

(12) Since most community colleges have the final authority in the area of personnel vested in their Boards of Trustees, the recommendation should be prepared for their next meeting.

(13) Following the approval of the candidate by the Board of Trustees, notify in writing each of the final candidates who were interviewed but not selected.

(14) If expenses of candidates are reimbursed, the expense check should arrive shortly after the candidate's visit to your campus.

(15) Offer the assistance of one's office in particular and the entire college in general to the new faculty member in his adjustment and matriculation into the community as well as the college itself.

The above model is suggested as a paradigm to be altered and modified as needed when applied to individual situations. No matter what tools are available to work with, there appears to be little substitute for on-the-job experience. Some administrators profess to do as well intuitively as when hiring faculty through elaborate procedural steps on a scientific basis. The community college administrator who is still concerned about the possibility for human error in the recruitment and selection process might take heart in these closing comments which have been taken at odd points through Caplow and McGee's presentation.

> Even under the best conditions, the evaluation of candidates is beset with uncertainty. (4, p. 126)
>
> There is no evidence from our interviews that the most complicated procedures produce more satisfactory results. (4, p. 130)
>
> So the poker game of personnel is haunted by uncertainty and anxiety. (4, p. 135)

It would appear that, generally speaking, candidates do not delay their acceptance of an offer very long. Institutions on the other hand, delay their decision much longer, presumably in case a better candidate comes along or something unpleasant is learned about the candidate in hand. As Caplow and McGee once again state so well: "The immediate outcome of the academic personnel process, in the typical case, is a happy candidate and a worried department." (4, p. 136)

BIBLIOGRAPHY

1. American Council on Education. Wanted: 30,000 Instructors for Community Colleges. Washington, D. C.: The Council, 1949.

2. Black, James M. How to Get Results From Interviewing. New York: McGraw-Hill, 1970.

3. Blocker, Clyde E. "Are Our Faculties Competent?" Junior College Journal. 36:12-17 (December, 1965/January, 1966).

4. Caplow, Theodore, and Reece J. McGee. The Academic Marketplace. New York: Basic Books, Inc., 1958.

5. Chandler, B. J., and Paul V. Petty. Personnel Management in School Administration. Yonkers, N. Y.: World Book Company, 1965.

6. Charlier, Patricia S. "Junior College Teacher Preparation and Identifying Characteristics," Educational Horizons. 42:23-26 (Fall, 1963).

7. Cunningham, Myron A. "A Working Paper on Staff Selection, Education, Utilization (Area H)." Unpublished paper. Gainesville: University of Florida, 1969.

8. _____. "Preparation of Junior College Teachers," Educational Record. 48:147-152 (Spring, 1967).

9. Eurich, Alvin C. "Staffing Junior Colleges," Junior College Journal. 33:8 (March, 1963).

10. Garrison, Roger A. Junior College Faculty: Issues and Problems. Washington, D. C.: American Association of Junior Colleges, 1967.

11. Gleazer, Edmund J., Jr. "AAJC Approach," Junior College Journal. 38:7 (April, 1968).

12. Greider, Calvin; Truman M. Pierce, and William E. Rosenstengel. Public School Administration. Second edition. New York: Ronald Press Company, 1961.

13. Hunt, W. Anthony. "Selection of Instructional Staff," Leadership Opportunities and the Beginning Junior College President. Report from the Southeastern Regional Junior College Leadership Program, 1965.

14. Jelley, Herbert M. "How to Apply For A Teaching Position: A Letter To A Young Teacher," Junior College Journal. 39:56-58 (December, 1968/January, 1969).

15. Johnson, B. Lamar. Starting A Community College. Washington, D. C.: American Association of Junior Colleges, 1964.

16. Kelly, M. Frances, and John Connolly. Orientation for Faculty in Junior Colleges. ERIC Clearinghouse for Junior Colleges, Monograph Series No. 10. Washington, D. C.: American Association of Junior Colleges, 1970.

17. Kelly, Win, and Leslie Wilbur. Teaching In The Community-Junior College. New York: Appleton-Century-Crofts, 1970.

18. Kennedy, Gerald. "Preparation, Orientation, Utilization and Acceptance of Part-Time Instructors," Junior College Journal. 37:14-15 (April, 1967).

19. Kennedy, Gerald John. A Study of the Recruitment and Orientation Policies and Practices for Part-Time Instructors in the Public Junior Colleges of Illinois and Maryland. Doctoral dissertation. College Park: University of Maryland, 1966.

20. Koos, Leonard V. "Preparation for Community College Teaching," Journal of Higher Education. 21:309-317 (June, 1950).

21. Maul, Ray C. "The Biggest Problem: Finding Good Teachers," Junior College Journal. 36:5-8 (December, 1956).

22. McBride, Galen F. A Policy-Capturing Model Relating to Faculty Selection In Nine Junior Colleges. Doctoral dissertation. Austin: University of Texas, 1968.

23. 1970 Annual Report: W. K. Kellogg Foundation, Russell G. Mawby, President. Battle Creek, Michigan.

24. Pecenka, Joseph O., and James G. Hunt. "The Sad State of Faculty Recruitment," College News and Views. 22:1-4 (December, 1968).

25. Poorman, Robert Lewis. An Investigation of Selected Staffing Practices Used in Employing Junior College Instructors. Doctoral dissertation. Los Angeles: University of California, 1964.

26. Pyle, G. B. "Strengthening the Junior College Teaching Profession," Junior College Journal. 35:526-533 (May, 1965).

27. _____. "Methods of Recruiting Top-Flight Staff," Junior College Journal. 33:8-12 (March, 1963).

28. _____. "Preparation of Junior College Instructors," Junior College Journal. 35:3-4 (September, 1964).

29. _____. Teaching in a Junior College. Washington, D. C.: American Association of Junior Colleges, 1968.

30. Roueche, J. E. "Superior Teaching in Junior Colleges--Research Needed," Improving College and University Teaching. 16:33-35 (Winter, 1968).

31. Schafer, Mike I. "The Student Role of Teachers: Faculty Development in the Community College." Unpublished paper. Institute of Higher Education, Gainesville: University of Florida, 1970.

32. Shepack, Robert E. Some Commonalities of Faculty Selection and Inservice Development Techniques as Related to Faculty Operating Behavior Which is Consonant With Community Junior College Philosophy. Doctoral dissertation. Gainesville: University of Florida, 1969.

33. The Carnegie Commission on Higher Education. The Open-Door Colleges. New York: McGraw-Hill Book Company, 1970.

34. VanZwoll, James A. School Personnel Administration. New York: Appleton-Century-Crofts, 1964.

35. _____. "Goal VI Projects to Improve the Recruitment of Candidates to be Prepared for Positions of Educational Leadership." Unpublished paper. University Council for Educational Administration. Gainesville: University of Florida, 1969.